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HONORING THE CONTRIBUTIONS
OF TEXAS STATE BOARD OF
EDUCATION MEMBER JOE
BERNAL

HON. HENRY CUELLAR

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. CUELLAR. Mr. Speaker, I rise today to recognize the many accomplishments of Texas State Board of Education Member Joe Bernal.

Mr. Bernal is a proud product of the Texas educational system. He received his Bachelor of Arts degree from Trinity University, his Master of Arts degree from Our Lady of the Lake University, and his doctorate from the University of Texas at Austin.

He has amassed a distinguished record in service to his country and his state. He is a World War II veteran who served in the Philippines and Japan. Altogether, Mr. Bernal has more than 50 years experience in education and government service, including time spent as a social worker, a classroom teacher, a principal, an assistant superintendent, a Texas state representative, and a state senator.

During his legislative career, Mr. Bernal was a tireless advocate for education and civil rights. He championed bills that created free statewide kindergarten for needy five-year-olds, established the University of Texas at Austin, authorized the state's first minimum wage law, and expunged from the state statute all laws supporting racial segregation.

He now serves the people of Texas as a Member of the State Board of Education, a position he has held with distinction for seven years. Joe Bernal has had an extraordinary career, and his state is immeasurably better off because of all he has done. He is an example to all of us, and I am honored to have the chance to recognize him here today.

FREEDOM FOR ALFREDO FELIPE
FUENTES

HON. LINCOLN DIAZ-BALART

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. LINCOLN DIAZ-BALART of Florida. Mr. Speaker, I rise today to speak about Alfredo Felipe Fuentes, a political prisoner in totalitarian Cuba.

Mr. Fuentes is a member of the United Cuban Workers Council and an independent journalist. According to various reports, he has been an active opponent of the dictatorship since 1992. His peaceful, pro-democracy activities and truthful articles have helped the world to learn the facts about the nightmare that is the Castro regime. Unfortunately, those who believe in truth are targeted by the tyrant's machinery of repression.

On March 19, 2003, Mr. Fuentes was arrested as part of the dictatorship's heinous crackdown on peaceful pro-democracy activists. In a sham trial, he was accused of sending reports to Radio Martí about opposition

demonstrations. For these "crimes," Mr. Fuentes was sentenced to 26 years in the totalitarian gulag.

Let me be very clear, Alfredo Felipe Fuentes is languishing in an inhuman gulag because of his belief in truth, freedom and democracy. According to reports, he is held in isolation, he is suffering from malnutrition and the abhorrent state of his cell. Mr. Fuentes is bravely suffering because he believes in freedom for all the men and women of Cuba.

Mr. Speaker, it is morally repugnant that, in the 21st Century, men and women are still locked in the dungeons of dictators because of their beliefs in freedom and human rights. It is as inconceivable as it is unacceptable that, while the world stands by in silence and acquiescence, brave men and women are systematically tortured because of their belief in democracy and the Rule of Law. My Colleagues, we must demand the immediate and unconditional release of Alfredo Felipe Fuentes and every political prisoner in totalitarian Cuba.

IN HONOR OF GOVERNOR ELBERT
N. CARVEL

HON. MICHAEL N. CASTLE

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. CASTLE. Mr. Speaker, it is with great pleasure that I rise today to pay tribute to former Delaware Governor Elbert N. Carvel, lovingly known to most Delawareans as "Big Bert". Bert was born in Shelter Island, New York on February 9th, 1910 to loving parents Arnold W. Carvel and Elizabeth Nostrand Carvel.

Bert Carvel graduated from Baltimore Polytechnic Institute in 1928 and the University of Baltimore law school in 1931. After moving to Delaware in 1936, Mr. Carvel began working for the Valliant Fertilizer Company in Laurel. After years of hard work at Valliant Fertilizer, he rose to the position of President and Chairman of the Board.

Soon after rising to prominence in the business community, the 6 foot, 6 inch, gentle giant decided to throw his hat into the political arena. He was elected Lieutenant Governor of Delaware in 1944 and became the 65th Governor of the First State in 1949. He returned to the governorship in 1961 and served out his second term, eventually leaving elected office for good in 1965. As a former Governor myself, I honor and thank Governor Carvel for his major accomplishments while in office.

After leaving office, Governor Carvel remained a fixture around Delaware. His good-natured speeches and humor made him a lively and well-known personality throughout all three counties. He will be remembered for his work with community foundations such as: The March of Dimes, The American Cancer Society, Delaware Wild Lands, the Boy Scouts, Ducks Unlimited, many historical societies throughout Delaware and through his church, St. Philip's Episcopal in Laurel.

Bert Carvel's legacy is one of equal human rights and opportunity; he opposed the death penalty and favored a public accommodations law, civil rights era reform that opened public places to all people, including African-Americans. Bert Carvel was so strong in his convictions that he did not worry about the political

and personal price of legislation. He knew what was right and he made it his job to make sure Delaware always did the just thing. He was truly a larger than life statesman who will leave a larger than life legacy for all of us to remember.

TRIBUTE TO THIRD DISTRICT CON-
GRESSIONAL YOUTH ADVISORY
COUNCIL

HON. SAM JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. SAM JOHNSON of Texas. Mr. Speaker, last fall I encouraged high school students from the Third Congressional District to join the first-ever Congressional Youth Advisory Council. I guessed that perhaps 10 to 20 students would participate.

Nearly 150 young people from public, private and home-schools applied. An outside, independent panel from the community spent hours pouring over the applications with care. Ultimately, the panel hand-selected 39 students to represent their peers as the voice of the future to Congress.

At our first meeting, I didn't know what to expect so I just opened up the floor to questions. It sounded like a meeting of award-winning scholars, well-respected leaders, and involved-civic activists. That's because they were. The students boasted impressive credentials: honors society, student leadership, school athletics, community philanthropy, language clubs, and musical backgrounds.

Members asked about the future of Social Security, the election in Iraq, and the status of legislation. They voiced their support for our troops and concerns about government spending.

I'm guessing that I learned more from the CYAC than they did, and I'm better for it. I'm eager to improve on the Council next year and hope that the sophomores and juniors will return to contribute. I believe the students enjoyed our time together and feel confident creating the CYAC was the right thing after one person asked if we could meet every week. Clearly these students have things to say about the future of this great country and long to be heard.

It is my hope that someday the Congressional Youth Advisory Council will be associated with excellence and one of our highest standards of civic pride for young people in North Texas. I commend the students for volunteering their time on the Congressional Youth Advisory Council and I wish each one continued success in all of their endeavors. Without a doubt, every student will continue to play an important role in our community for decades to come, and that America and North Texas, will continue to benefit from their dedication, smarts, and service.

You know, a lot of people hope to make a difference sometime in their lives. To the members of the Congressional Youth Advisory Council, you just did. Thank you. I salute you; God Bless You and God Bless America.

The names of the students follow.

2005 CONGRESSIONAL YOUTH ADVISORY
COUNCIL
SOPHOMORES

Merinda Brooks, Plano, Jasper High School.

Alyssa DeLorenz, Garland, Williams High School.

Amanda Lipscomb, McKinney, Dallas Academy.

Austin Lutz, Dallas, Trinity Christian Academy.

Michael Scott, Dallas, Plumtree Homeschool Academy.

Aatman Shah, Dallas, Vines High School.

JUNIORS

Nathaniel Alcorn, Frisco, Centennial High School.

Mindy Bell, McKinney, McKinney Christian Academy.

Heather Blizzard, Plano, Centennial High School.

Brandon Boyd, Allen, Allen High School.

Christina Elizabeth Buss, Plano, Ursuline Academy of Dallas.

Elyse Carlisle, Murphy, Plano East Senior High School.

Albert Chang, Dallas, Plano West Senior High School.

Andrew Clark, Plano, Plano West Senior High School.

Joe Dickerson, Frisco, Centennial High School.

Allison Goldman, Dallas, Plano West Senior High School.

Douglas Hermann, Allen, Allen High School.

Jordan Hirsch, Plano, Yavneh Academy of Dallas.

Katie Laughlin, Plano, Plano Senior High School.

Alison Lyon, Allen, Plano East Senior High School.

Natalie Myers, Plano, Plano Senior High School.

Jeff Nanney, Plano, Plano East Senior High School.

Joe O'Neill, Plano, Plano Senior High School.

Adam Rosenfield, Plano, Plano West Senior High School.

Kristin Schneider, Richardson, Home School.

Heather Webb, Plano, Plano West Senior High School.

Katie Willman, Frisco, Centennial High School.

Anna Zhang, Plano, Plano West Senior High School.

SENIORS

John Coleman, McKinney, McKinney High School.

Jenny Davis, Richardson, Canyon Creek Christian Academy.

Dana K. Hansen, Plano, Canyon Creek Christian Academy.

Jordan Herskowitz, Plano, Plano West Senior High School.

Alison Houpt, Rowlett, Naaman Forest High School.

Ashley E. Mergen, Frisco, Frisco High School.

Mathew Martinez, McKinney, McKinney High School.

Parth Shah, Garland, Naaman Forest High School.

Christina Shams, Sachse, Sachse High School.

Brittany Whitstone, McKinney, McKinney North High School.

Elliot Winters, Plano, Frisco High School.

MATH AND SCIENCE INCENTIVE ACT OF 2005

HON. FRANK R. WOLF

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. WOLF. Mr. Speaker, on Tuesday I introduced with Congressmen EHLERS and BOEH-

LERT, H.R. 1547, the Math and Science Incentive Act of 2005. This legislation would pay—over the life of the loan up to \$10,000—the interest on the undergraduate student loans of math, science or engineering majors who agree to work five years in their respective fields. The idea for this legislation came from my friend Newt Gingrich's book, *Winning the Future*. America's dominance in science and innovation is slipping, but this legislation can help combat this trend.

We are facing today a critical shortage of science and engineering students in the United States. Unfortunately, there is little public awareness of this trend or its implications for jobs, industry or national security in America's future. We need to make sure we have people who can fill these science and engineering positions. In an era in which students are graduating college with record levels of debt, I am hopeful that this incentive will be a significant motivator in attracting or retaining math, science and engineering students.

How do we know that our nation is slipping in the areas of math, science, engineering and technology? Americans, for decades, led the world in patents. But we can no longer claim that lead. The percentage of U.S. patents has been steadily declining as foreigners, especially Asians, have become more active and in some fields have seized the innovation lead. The United States share of its own industrial patents now stands at only 52 percent. Foreign advances in basic science now often rival or even exceed America's. Published research by Americans is lagging.

Physical Review, a series of top physics journals, last year tracked a reversal in which American scientific papers, in two decades, dropped from the most published to minority status. In 2003—the most recent year statistics are available—the total number of American papers published was just 29 percent, down from 61 percent in 1983.

Another measuring stick: Nobel prizes. From the 1960s through the 1990s, American scientists dominated. Now the rest of the world has caught up. Our scientists win now about half of the Nobel prizes, the rest go to Britain, Japan, Russia, Germany, Sweden, Switzerland and New Zealand. According to the National Science Foundation, the United States has a smaller share of the worldwide total of science and engineering doctoral degrees awarded than both Asia and Europe.

This is a real problem. In 2000, Asian universities accounted for almost 1.2 million of the world's science and engineering degrees. European universities (including Russia and eastern Europe) accounted for 850,000.

North American universities accounted for only about 500,000. Since 1980, science and engineering positions in the U.S. have grown at five times the rate of positions in the civilian workforce as a whole.

I urge my colleagues to join me in cosponsoring this legislation to help America continue to be the innovation leader of the world. The text of H.R. 1547 follows:

H.R. 1547

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Math and Science Incentive Act of 2005".

SEC. 2. FINDINGS.

The Congress finds the following:

(1) The United States can have a secure and prosperous future only by having a robust and inventive scientific and technical enterprise.

(2) Such an enterprise will require the United States to produce more scientists and engineers.

(3) The United States education system must do more to encourage students at every level to study science and mathematics and to pursue careers related to those fields.

(4) The current performance of United States students in science and math lags behind their international peers, and not enough students are pursuing science and mathematics.

(5) The United States is still reaping the benefits of past investments in research and development and education, but we are drawing down that capital.

(6) The United States needs to recommit itself to leadership in science, mathematics and engineering, especially as advances are being made in such areas as nanotechnology.

(7) A program of loan forgiveness designed to attract students to careers in science, mathematics, engineering and technology, including teaching careers, can help the United States maintain its technological leadership.

SEC. 3. ESTABLISHMENT OF PROGRAM.

(a) PROGRAM.—

(1) IN GENERAL.—The Secretary shall carry out a program of assuming the obligation to pay, pursuant to the provisions of this Act, the interest on a loan made, insured, or guaranteed under part B or D of title IV of the Higher Education Act of 1965.

(2) ELIGIBILITY.—The Secretary may assume interest payments under paragraph (1) only for a borrower who—

(A) has submitted an application in compliance with subsection (d);

(B) obtained one or more loans described in paragraph (1) as an undergraduate student;

(C) is a new borrower (within the meaning of section 103(7) of the Higher Education Act of 1965 (20 U.S.C 1003(7)) on or after the date of enactment of this Act;

(D) is a teacher of science, technology, engineering or mathematics at an elementary or secondary school, or is a mathematics, science or engineering professional; and

(E) enters into an agreement with the Secretary to complete 5 consecutive years of service in a position described in subparagraph (D), starting on the date of the agreement.

(3) PRIOR INTEREST LIMITATIONS.—The Secretary shall not make any payments for interest that—

(A) accrues prior to the beginning of the repayment period on a loan in the case of a loan made under section 428H or a Federal Direct Unsubsidized Stafford Loan; or

(B) has accrued prior to the signing of an agreement under paragraph (2)(E).

(4) INITIAL SELECTION.—In selecting participants for the program under this Act, the Secretary—

(A) shall choose among eligible applicants on the basis of—

(i) the national security, homeland security and economic security needs of the United States, as determined by the Secretary, in consultation with other Federal agencies, including the Departments of Labor, Defense, Homeland Security, Commerce, and Energy, the Central Intelligence Agency and the National Science Foundation; and

(ii) the academic record or job performance of the applicant; and

(B) may choose among eligible applicants on the basis of—

(i) the likelihood of the applicant to complete the five-year service obligation;